DOCUMENT RESUME

ED 450 340 CS 014 251

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TITLE LEARNS Literacy Assessment Profile: A System for Student Assessment and Program Evaluation.
INSTITUTION Northwest Regional Educational Lab., Portland, OR.; Bank Street Coll. of Education, New York, NY. Center for Family Support.; Corporation for National Service, Washington, DC.
PUB DATE 1999-10-00
NOTE 92p.
CONTRACT 980CAOR0002
AVAILABLE FROM Northwest Regional Educational Lab., 101 S.W. Main, Suite 500, Portland, OR 97204. Tel: 800-361-7890 (Toll Free). For full text: http://www.nwrel.org/learns/resources/llap/pdf.html.
PUB TYPE Guides - Non-Classroom (055) -- Reference Materials - Bibliographies (131) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Beginning Reading; Emergent Literacy; Evaluation Methods; *Literacy; Primary Education; Program Effectiveness; *Reading Achievement; *Tutorial Programs; *Tutoring; *Writing Achievement

ABSTRACT

Developed for the America Reads initiative, this paper presents the LEARNS (Linking Education and America Reads through National Service) Literacy Assessment Profile (LLAP), a student assessment system that is designed to improve providers' ability to deliver high quality literacy programs to students, assess students' literacy understanding, set appropriate instructional goals, and evaluate program effectiveness. The LLAP facilitates identification and implementation of the multiple skills and strategies children need to become successful readers and writers; assesses children's literacy progress over time; and provides a system for recording and analyzing data needed for program evaluation. The LLAP presented in the paper addresses three particular stages of literacy development: emergent, beginning, and early independent. Sections of the paper discuss: introducing the LLAP to tutors; getting started; and suggestions for helping tutors use the record keeping form. Three sample record keeping forms and a bibliography of children's books organized by the three developmental stages are included. The paper also discusses when, during the year, to use the LLAP; the role of the adult when determining a rating; determining the most appropriate text for children; the tutor's role in data recording; aggregating data and constructing reports. Contains 13 references and numerous recording forms and sample data tabulations. Appended are the forms for each stage of literacy development: emergent, beginning, and early independent. (RS)

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LEARNS Literacy Assessment Profile

A system for student assessment and program evaluation

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LEARNS (Linking Education and America Reads through National Service)
A partnership of the Northwest Regional Educational Laboratory
and Bank Street College of Education

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LEARNS Literacy Assessment Profile

This publication is a joint project of the Corporation for National Service and the LEARNS Partners.
The publication was written by Judith Gold, Program Director for the LEARNS Partners
at Bank Street College of Education, and
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This publication is a joint project of the Corporation for National Service and LEARNS—Linking Education and America Read through National Service—a partnership of the Northwest Regional Education Laboratory and Bank Street College of Education. LEARNS provides training and technical assistance to literacy and education-focused projects under cooperative agreement 980CA0R0002 with the Corporation for National Service.

October 1999

Cover photograph by Judy Blankenship appears in "So That Every Child Can Read," NWREL.

Copies of *LEARNS Literacy Assessment Profile*can be obtained from the National Service Resource Center (NSRC), ETR Associates/PO Box 1830, Santa Cruz, California 95061-1830, telephone 1-800-860-2684, ext. 142, fax number 831-438-3618. They can also be downloaded from both the National Service Resource Center website at: www.etr.org/NSRC and the LEARNS website at: www.nwrel.org/learns/

Preface

LEARNS Literacy Assessment Profile (L.L.A.P.) was developed for the America Reads initiative by Judith Gold, Program Director for the LEARNS Partners at Bank Street College of Education, in collaboration with Lance Potter, Director of Program Evaluation at the Corporation for National Service.

L.L.A.P. has been informed by and adapted from other existing early literacy publications and assessments:

- The Elementary Literacy Profile: A New York State Pilot Assessment developed by Beverly Falk at the National Center for Restructuring Education, Schools, and Teaching, at Teacher's College, Columbia University.
- The "First Steps" Developmental Continuums of the Education Department of Western Australia.
- The National Research Council's "Preventing Reading Difficulties in Young Children."
- The work of Gay Su Pinnell and Irene C. Fountas in "Guided Reading: Good First Teaching for All Children."

Peggy McNamara and Helen Freidus, co-directors of the Bank Street College Reading and Literacy Program, provided valuable input throughout the development of L.L.A.P. Their expertise and insight are acknowledged with deep appreciation.

Special thanks to Clarissa Wilder of BSC for her role in the conceptualizing, researching, and editing of L.L.A.P., to Elise Goldman of BSC for writing the record keeping section, and to Leslie Haynes of NWREL for her unending attention to detail and innovative thinking.

Introduction

Supporting literacy development through national service is challenging and important work. L.L.A.P. is a student assessment system that has been designed to improve your ability to deliver high quality literacy programs to students. It will enable you to assess your students' literacy understanding, set appropriate instructional goals, and evaluate the effectiveness of your work together.

Effective assessment shows a child's strengths as well as areas that need additional support. Using L.L.A.P. will allow tutors to see how assessment can give them rich information about what their children are understanding about reading and writing. In addition, tutors will come to understand how assessment informs instruction, enabling them to design sessions that meet the specific needs of individual children.

L.L.A.P. will facilitate your ability to:

- Identify and implement the multiple skills and strategies that children need to become successful readers and writers.
- Assess children's literacy progress over time.
- Provide a system through which you will be able to record and analyze data needed for program evaluation.

Current research demonstrates that children need a wide range of literacy skills and strategies to become competent readers and writers (Clay, 1991; Snow and Burns, eds., 1998). Guided by this research, L.L.A.P. identifies the early stages of literacy acquisition and the behaviors children need to develop as they pass through these stages. Understanding these behaviors enables tutors to help children become skilled readers and writers.

L.L.A.P. addresses three particular stages of literacy development: emergent, beginning, and early independent reading. Different theorists apply a variety of labels for these stages; however, the sequence of literacy behaviors they describe tends to be consistent. These behaviors are related to the stages of literacy development; they are not age or grade specific.

The enclosed documents explain how to use L.L.A.P. and offer suggestions for training your tutors.

LEARNS is a partnership of the Northwest Regional

Who Should Use L.L.A.P.?

There is enormous variety in the program models used within the America Reads initiative. Different programs have different goals. No single form of evidence is ideal for measuring the outcomes of all programs. L.L.A.P. has been designed to be most effective for programs that are engaged in one-on-one tutoring in reading instruction. Programs in which tutors work with individual students from 30 to 60 minutes or more per week and have some flexibility in designing their tutoring sessions will find this tool tailored to their assessment needs.

The decision about whether or not to use L.L.A.P. will be made by individual programs. We suggest that you examine the materials to discover which components of the system will support your program. The assessment form itself is a valuable

Educational Laboratory, Bank Street College of Education, and Southern Regional Council. We provide support and training to national service projects focused on literacy and education. Please call Bank Street College of Education, (800) 930-5664, or Northwest Regional Educational Laboratory (800) 361-7890, with any questions you may have about the implementation of L.L.A.P.

Introducing L.L.A.P. to Tutors

We recommend that L.L.A.P. be introduced as part of the initial literacy trainings given to your tutors. In combination with your present literacy training it will help tutors deepen their understanding of the literacy skills and strategies children need to learn. This information will enable them to plan for their tutoring sessions and allow them to see the link between assessment and instruction.

It is essential that tutors understand that L.L.A.P. is not a reading test. The results of the assessment are not an indication of the quality of the tutor's and student's work together. The training will help tutors use assessment to learn which skills and strategies their children are acquiring. It will allow them to plan instruction based on the needs of the individual child and record the progress that a child makes over time.

The skills and strategies listed on the assessment form are demonstrated in a series of three videotapes produced by LEARNS at Bank Street College of Education. These tapes will support your training efforts; companion guides analyze the work of the child and the teacher and offer suggestions on ways to use the tapes for literacy trainings.

Lisa and Crystal: Learning to Read

Viewers see the many strategies that Lisa, the teacher, uses to help seven-year-old Crystal, a beginning reader, work on increasing her ability to read and discuss a book. Viewers will be able to analyze Crystal's strengths and weaknesses, and think about appropriate next steps.

training document for tutors. It articulates the skills and strategies children need to acquire at each literacy stage to become successful readers and writers.

L.L.A.P. has been designed to give tutors a way to:

- understand the range of skills and strategies involved in literacy teaching
- assess student needs
- plan instruction based on these assessed needs
- keep records of their sessions with children
- evaluate student progress over time

Book Selection

Many of you will be working in schools where the teacher or reading specialist will provide you with reading material for the child. For those of you who are making your own book selections, we have created a list of books that correspond to the three literacy stages of the assessment form: emergent, beginning, and early independent. (See pp. 14–28.)

We suggest that you prepare yourself by reading the descriptions of each stage. This will familiarize you with the characteristics of the three stages and the kinds of text that are most appropriate for your child. Finding an appropriate book is often a process of

Yolene and Blayn: Reading Comprehension
Blayn, a third grader, is having a reading comprehension conference with his teacher, Yolene. Viewers see how the conversation reflects Blayn's understanding of the book, and the questions Yolene uses to extend his ability to analyze and interpret the characters in the book. The session includes Blayn playing a reading comprehension game and writing about the book.

Rosa and Melany: Reading In English
Viewers observe the teaching strategies that effectively support linguistically and culturally diverse children as the teacher, Rosa, reads, plays an initial consontant game, and writes with seven-year-old Melany. This tape is helpful for anyone working with emergent readers.

Videotape orders may be placed with the National Resource Center at ETR Associates. Fax (831) 430-9471. Phone (800) 860-2684, ext. 142.

Planning Your Training Sessions

Programs will vary in how they choose to introduce L.L.A.P. to their tutors. Tutors will need time to understand the components of the system as well as practice using it. We suggest that trainings be organized according to the following topics and be spread over a few sessions.

Overview of L.L.A.P. System
There are three main components: a record keeping form, book selection suggestion and materials, and the assessment form itself. You will want to describe each component briefly before going into depth.

Explanation of Skills and Strategies
Each stage of the assessment form—emergent, beginning, and early independent—lists skills and strategies that characterize that stage. You'll want to be sure the tutors understand both the terms themselves and the reading behaviors (pp. 15, 21, and 27). *(See Glossary, pp. 53–55.)*

Book Selection
How do you select an appropriate book for your child? *(See pp. 6–8.)*

Suggestions for Using Record Keeping Form
Outlining clear procedures will minimize confusion and ensure that tutors use the form consistently and effectively. *(See pp. 9–13 for further discussion of this topic.)*

Administrative Procedures
How often do you use L.L.A.P.? *(See p. 35.)*
What is the role of the adult when determining the consistency scale? *(See pp. 36–37.)*
When do you move a child on to the next level? *(See p. 39.)*
Explanation of the Consistency Scale *(See p. 38.)*
Data Recording: The Tutor's Role. *(See pp. 40–42.)*
Aggregating the Data and Constructing Reports. *(See pp. 43–50.)*

trial and error. It is better to start with a book that is too easy for a child than one that is too difficult. Let your child be part of this process. Children will often let you know what they can read and what they are interested in reading.

Getting Started

Building a Relationship

Many of the children you will be working with have already experienced frustration and difficulty with reading and writing. Therefore, the tutor's first task is to create a learning environment that allows the child to feel comfortable and safe enough to take risks. Remember that you are a new adult in the lives of these children. Children need time to get to know and trust you.

Establishing Routines

Children feel more comfortable and, therefore, work more effectively when they know the schedule and other routines of tutoring sessions. Start off by making sure the child knows:

1. Who you are. Be sure to explain that you are part of a program that brings volunteers into the school to work with children.
2. When you will work together. You might write out a schedule for the child that includes the days and times you will be working together.
3. Where you will work together.
4. What kinds of activities you will be doing together.

Points to Remember

It is important for children to reread familiar books. Rereading allows them to become fluent with the strategies and skills they are using. It gives children a sense of satisfaction and makes them feel competent about reading.

Once children reach a particular level of reading, they need to read many books at that level. This allows them to consolidate their learning, apply new skills to the text, and read with increasing levels of independence.

Beginning Your Work Together

Children enjoy being read to. Begin your work by bringing several books; allow the child to select the book. Tutors can learn a great deal about children based on their responses to stories. You might read to the child for a few sessions before you begin the process of book selection. See the Listening Comprehension section of the assessment form for more information.

Emergent Reader

1. Bring a few books from the lower level emergent list if you know your child isn't reading. *(See pp. 17.)*
2. Allow the child to select a book that you will work on together.
3. Take a "picture walk" with the child through the book. Give the child time to look at the pictures. Encourage the child to make predictions about the content of the story.
4. Ask the child who should read the book first—you or the child. Give the child time to look at the pictures. Encourage the child to make predictions about the content of the story.
5. Discuss the book with the child. Topics you might raise include: the match between the story and the predictions; the connections between the story and the child's personal experience.
6. Suggest that the child take a turn reading the book. Encourage the child to use the picture clues and any other reading strategies. If the child refuses to read the book, say that you will read the book together.
7. Point to the words, read slowly, and when you come to a predictable word, pause and see if the child can fill it in.
8. Observe the reading behaviors of the child. Ask yourself: What skills and strategies is the child trying to use to read? Is the child using the pictures, language patterns, and context of the story to figure out the words? Does the child try to use the initial consonant sounds?

Select a Book

a) If the child has not read the book with ease, then s/he is an early emergent reader.

b) If the child has read the book with ease, choose another early emergent book. Take the picture walk and this time see if the child can read the book without you reading it first.

c) If the child reads the early emergent books easily, choose a book at the upper range of the emergent level.

Beginning Reader

If you have reason to believe that the child may be a beginning reader, put out books at both the emergent and beginning levels and ask the child to select a book. *(See pp. 22–24 for book suggestions at this level.)*

1. Take a picture walk to make predictions about the content of the book.
2. Ask the child to elaborate on these predictions based on what s/he knows about the topic of the book.
3. Ask the child what kind of words might be used in a story about a specific topic, for example, pets.
4. Ask the child to read a couple of pages of the book.
5. Discuss what has happened so far in the book to see if the child understands the story while reading.

Select a Book

a) Decide if this is an appropriate book, based on the child's understanding and the number of errors made in reading. Note: Typically, if a child makes more than five errors on a page, the book is too hard. It might take a few sessions before you find a book that is on an appropriate level for your child.

b) If you feel this book is too challenging, offer the child an easier book.

Points to Remember

The best indicator of whether or not a book is suitable for a child is how that child responds to the book. Sometimes a child's interest in the subject matter, personal experiences, and determination enable the child to read a book that might be considered "above level."

Early Independent Reader

Children often have an excellent understanding of the level of books most appropriate for them. If you know your child is reading, you might offer books that represent both the upper and lower range of beginning and independent levels. Have the child select the book. *(See pp. 28–30 for a list of these books.)*

1. Discuss the topic of the book with the child. Find out what the child knows about the topic. Note: Children may be able to read books on harder levels when they have extensive background knowledge on the topic.
2. Ask the child for examples of the kind of vocabulary that might be used in a book on this topic.
3. Ask the child to read a few pages of the book.
4. Discuss the book with the child. Make sure s/he understands the book and can discuss the story.

Select a Book

a) Decide if this is an appropriate book based on the number of errors the child makes and how well the child understands the text.

b) If the book appears to be too difficult, offer the child an easier book.

Points to Remember

From the beginning of a child's literacy instruction, discussing and understanding the meaning of the story is an important part of your work with children. Comprehension is not a skill that children acquire once they learn "how to read." They acquire it through ongoing practice with authentic reading materials.

Always try to bring a selection of books so children can choose which book they want to read. This helps children feel responsible for their own learning.

Suggestions for Helping Tutors Use the Record Keeping Form

People don't like paperwork unless it benefits them. Tutors will understand that the Record Keeping Form (RKF) is a tool for their own teaching as well as for overall accountability. With your help, rereading a month's worth of RKFs will allow tutors to see patterns of growth and to plan more effectively for the next sessions. In addition, having these records will make working on the assessment forms much easier.

Typical training around this form might extend over several sessions and cover the material in the following way:

1. Give everyone a blank RKF. Read it over and discuss the form.
2. View the first part of "Rosa and Melany: Reading in English" (the section in which they are reading a book). Ask the participants to think about the form while watching—another purpose of the RKF is to sharpen tutors' abilities to observe children at work and to effectively record their observations.
3. Ask the tutors to brainstorm their ideas for completing the RKF. Use an overhead transparency to record everyone's ideas. Please note that a few *sample* "filled out" RKFs have been included. These do not represent the "right" answers, but a range of possible observations and plans an experienced tutor might make. *(See pp. 11–13.)*
4. View the next part of the video, where Rosa and Melany play the game. Invite tutors to make notes on their RKFs while watching.
   a) Give them about five minutes to write after viewing the tape.
   b) Discuss how each has filled out the "Related Activities" section, perhaps creating a composite RKF on the overhead transparency.

   The purpose of this is twofold: Tutors need support and practice filling out the RKF. They also need experience observing children and recording their behaviors. The opportunity to do so in a group will broaden their repertoire of behaviors to look for.

Some final suggestions

You may wish to have tutors repeat this activity alone or in a group using the other tapes we provide. This will give greater practice in "kidwatching." We strongly recommend that the RKF be filled out during and/or immediately after a tutoring session. Not only will the tutor's memory be fresh, but the RKF can also be used to share accomplishments with the child. Previous RKFs can be compared with a current one to allow the child to appreciate how far s/he has come. At first, children may ask the tutor, "What are you writing?" It is fine to either read the notes or paraphrase or to simply state, "I'm writing about what we're doing together so I can find better ways to help you." A tutoring session is a collaboration between tutor and child. It is not a secret; everyone can benefit from celebrating the process of learning.

5. View the writing activity segment of the tape. Allow tutors to fill in their observations independently and again process their notes together.
6. Complete the "Reflection and Planning" section of the RKF together. Let the tutors know that rereading their notes and spending time thinking about a child will greatly improve the quality of the next session.

Name of Child _____

Length of Session _____ **Date** _____

Record Keeping Form

PLAN	What Happened? *Description of the child's responses to the session*
Reread Familiar Books Title: Goal:	
New Book Title: *Accidents* Goal (strategies and skills to be worked on): Building vocabulary - clarified meaning of "Accidents" and words in text. Also general discussion through picture walk.	*Include some of the child's miscues* -Melany is very focused. She picked up lots of details from the pictures and described them well. -Said "break" instead of "tear" -Didn't know the word (i.e. not simply a miscue - didn't have the language needed to make an accurate prediction).
Other Activities *(e.g., games):* Game to reinforce initial consonant sounds.	Melany needed some vocabulary ("bug") to play the game. She quickly picked up on the initial consonants, once she had the vocabulary.
Writing: Type of Writing: Fiction: "Get Ready for A Party" Goal: To use vocabulary to write a story. Worked with Melany to plan out her story, thinking about the words she wants to use and using her phonics knowledge to do this.	*Include examples of the child's invented spelling* Melany has a good background in book conventions. She wrote a little first, and then was clear about the sequence of her book (how much on each page, etc.) She also said (but didn't write) a strong ending.

Reflection

- General impressions of the session. *Note any new strategies or skills the child is using.*

  Melany is willing to take risks in the session. She is using her phonics knowledge more during writing than reading.

- Plans for the next session.

  Continue activities that elicit language. Bring another game. During writing, help her notice spelling of "the" and "and," using *Accidents* as a reference to check these words (since she can read them as sight words).

- Note: books and other materials to bring reminders.

  Accidents blank book for more writing
  New books
  Game with pictures to work on final consonants (and discuss pictures)

Name of Child _____

Length of Session _____ **Date** _____

Record Keeping Form

PLAN	**What Happened?** *Description of the child's responses to the session*
Reread Familiar Books Title: Goal:	
New Book Title: *Accidents* Goal (strategies and skills to be worked on): Picture walk to enable Melany to make accurate predictions based on context. Reinforcing skipping difficult words and making predictions based on context.	*Include some of the child's miscues* Melany noticed many of the details in the pictures, helping her make predictions about the text. Miscues: "Some" instead of "Sometimes" "break" instead of "tear" "Doll" instead of "toy" - most kept meaning intact. (needs more work on using phonics to check predictions)*
Other Activities *(e.g., games):*	
Writing: Type of Writing: Fiction: "Get Ready for A Party" Goal: Help Melany plan what she wants to say before she writes. Asked her to vocalize her sentences before she wrote them.	*Include examples of the child's invented spelling* Melany planned aloud a little. She is a confident writer and moved quickly. I'm not sure if her final product was what she initially had in mind. She did make changes on the reread, so she did write with a clear intention.

Reflection

- General impressions of the session. *Note any new strategies or skills the child is using.*

  Melany reads (and writes) with a strong awareness of the meaning of words. She has grasped and can easily skip a difficult word and make a prediction based on context.

- Plans for the next session.

  *Spend time paying attention to the initial and final consonants in the tricky words. Play initial consonant game again.

- Note: books and other materials to bring reminders.

  Accidents
  New books (her choice)
  Initial consonant game

Name of Child _____

Length of Session _____ **Date** _____

Record Keeping Form

PLAN	What Happened? *Description of the child's responses to the session*
Reread Familiar Books Title: Goal:	
New Book Title: *Accidents* Goal (strategies and skills to be worked on): Use phonics knowledge to cross check predictions. -Look at initial consonant for "toy" -Tried with "tear"	*Include some of the child's miscues* "toll" instead of "toy" "break" instead of "tear" Rosa almost said "sweater" (which she had said during the picture walk), but read it "jacket" (correct) instead.
Other Activities *(e.g., games):* Game to reinforce initial consonant sounds.	Melany needed an opportunity to move a little and make a little noise. She has good sound/symbol correspondence.
Writing: Type of Writing: Fiction: "Get Ready for A Party" Goal: Use phonetic spelling to write a story. Practiced writing conventions.	*Include examples of the child's invented spelling* Melany is a confident writer. She sounds out words carefully. Her accuracy improved as she wrote (e.g., "Prtee," "prft.") On the reread she caught several errors ("Go" to "Get" - even though she said "Get" and made additions.

Reflection

- General impressions of the session. *Note any new strategies or skills the child is using.*
  Melany has good sound/symbol sense, although she relies on context as her primary strategy for predicting words.

- Plans for the next session.
  Continue reinforcing her thinking about meaning and context.
  Make a flip book with "at" family words to reinforce attention to initial consonants.
- Note: books and other materials to bring reminders.
  Accidents flip book (blank)
  New books blank book for a new story and markers

Bibliography of Children's Books

The bibliography of children's books on the following pages has been organized according to the three developmental stages included in this assessment tool: emergent, beginning, and early independent reader.

Each of the three lists includes books ranging from the lower to upper end of the particular developmental stage cited. The books have been leveled according to guidelines set forth by Fountas and Pinnell in *Guided Reading: Good First Teaching for All Children* (Heinemann, 1996). Leveling is a system that enables us to match books with children's developing literacy skills. Leveling books is not an exact science; levels are not universally agreed upon between publishers. There will be occasions when you, the tutor, will have to use your judgment to decide if a particular book is on the appropriate instructional level for your child.

This bibliography is composed mainly of books that can be found in public libraries. We have also included some titles, especially at the emergent level, that are usually not found in public libraries. These books are specifically written and published for early reading instruction. (In the appendix, you will find a list of companies that publish these books.) Many of you will be working in schools that have these books in their classrooms and school libraries.

Emergent Reader
Stage I

Books for emergent readers include some or all of the following characteristics:

- colorful illustrations depicting familiar objects and actions.
- illustrations that closely correspond to the printed words.
- large, well-spaced print.
- language familiar to young children.
- rhyming patterns.
- simple language patterns such as repetitive words, phrases, or sentences.

An emergent reader is developing the following understandings:

- knows that words on a page are related to pictures.
- knows that printed words tell a story.
- looks through illustrations in a book and makes reasonable guesses about what might happen in the story.
- identifies some letter sounds and names.
- listens to a simple story and can retell in own words.
- reads a simple story and can talk about the story.
- stretches words out and writes the most predominant sounds heard. *Example:* says "car" and writes "cr."

Wordless Books

Title	Author/Series	Publisher/Distributor
Anno's Journey	Anno, Mitsumasa	Philomel
Applebird	Wildsmith, Brian	Oxford Press
Bobo's Dream	Alexander, Martha	Dial Press
Circus, The	Wildsmith, Brian	Millbrook Press
Clown	Blake, Quentin	Henry Holt
Find the Piglet	Cartwright, Stephen & Zeff	EDC Publishing
Frog Goes to Dinner	Mayer, Mercer	Puffin Books
Great Cat Chase, The	Mayer, Mercer	Four Winds Press
Hiccup	Mayer, Mercer	Dial Press
I Can't Sleep	Dupasquier, Philippe	Orchard Books
Knight and the Dragon, The	DePaola, Tomie	Putnam
Mysteries of Harris Burdick, The	Van Allsburg, Chris	Houghton Mifflin
Pancakes for Breakfast	DePaola, Tomie	Knopf
Rain	Spier, Peter	Doubleday
REM	Banyai, Istvan	Penguin
Snowman, The	Briggs, Raymond	Random House
So You Want to Be My Friend?	Carle, Eric	Harper Trophy
Supermarket, The	Mitchellhill, Barbara	Wright Group
Tabby	Aliki	HarperCollins
Time Flies	Rohmann, Eric	Crown
Tooth Fairy, The	Collington, Peter	Knopf
Tuesday	Wiesner, David	Clarion
Up a Tree	Young, Ed	Harper & Row
What Whiskers Did	Carrol, Ruth	H.Z. Walck
Window	Baker, Jeannie	Greenwillow
Zoom	Banyai, Istvan	Viking

Alphabet Books

Title	Author/Series	Publisher/Distributor
26 Letters and 99 Cents	Hoban, Tana	Scholastic
Aaron and Gayla's Alphabet Book	Greenfield, Eloise	Black Butterfly
Alphabet City	Johnson, Steven T.	Viking
Alphabetics	MacDonald, Suse	Aladdin
Animal Alphabet	Kitchen, Bert	Dial Press
Animals A to Z	McPhail, David	Scholastic
Chicka Chicka Boom Boom	Martin Jr., Bill & Archambault	Simon and Schuster
Eating the Alphabet	Ehlert, Lois	Harcourt Brace & Jov.
Glorious ABC, The	Cooper, Edens	MacMillan

BOOK LIST BY LEVEL
Emergent (Lower Level)

Title	Author/Series	Publisher/Distributor
At the Zoo	Heath Little Readers	D.C. Heath
At the Zoo	Kloes, Carol	Kaeden Books
Birthday Cake, The	Sunshine	Wright Group
Birthday Party	Sunshine	Wright Group
Car Ride, The	Little Red Readers	Sundance
City Street	Florian, Douglas	Greenwillow/General
Colours	Pienkowski, Jan	Penguin/General
Count and See	Hoban, Tana	Macmillan/General
Dinner!	Sunshine	Wright Group
Dressing Up	Jellybeans	Rigby
Early Morning in the Barn	Tafuri, Nancy	Greenwillow/General
Going to the Beach	Ready to Read	Richard C. Owen
Huggles Series	Sunshine	Wright Group
I Could Be	Visions	Wright Group
I Like Me	Visions	Wright Group
In the Shopping Cart	PM Starters One	Rigby
In the Supermarket	Smart Start	Rigby
Look What I Can Do	Aruego, Jose	Macmillan/General
My Birthday Party	Heath Little Readers	D.C. Heath
My Book	Maris, Ron	Viking/General
My Class	Stewart, J. & Salem, L.	Seedling
My Room	Carousel Earlybirds	Dominie Press
One Hunter	Hutchins, Pat	Greenwillow/General
Ouch!	Literacy 2000	Rigby
Spots	Visions	Wright Group
Spots, Feathers and Curly Tails	Tafuri, Nancy	Greenwillow/General
Stripes	Twig	Wright Group
What Can You See?	Carousel Earlybirds	Dominie Press
What Did Ben Want?	Smart Start	Rigby
What is This?	Tiger Club	Peguis
Wheels!	Cobb, Annie	Random House/General
Who Ate It?	Gomi, Taro	Millbrook Press
Who Hid It?	Gomi, Taro	Millbrook Press
Who Likes Ice Cream?	Literacy 2000	Rigby
Who Wears This Hat?	Windmill-Look & Listen	Wright Group
Zoo Animals	Barton, Byron	HarperCollins/General

BOOK LIST BY LEVEL
Emergent (Upper Range)

Title	Author/Series	Publisher/Distributor
All of Me	Literacy 2000	Rigby
Animal Homes	Little Red Readers	Sundance
Ants Love Picnics Too	Literacy 2000	Rigby
At the Wildlife Park	Little Red Readers	Sundance
Baby Animals	Reading Corners	Dominie Press
Barney's Horse	Hoff, Syd	Harper Trophy/General
Brown Bear, Brown Bear, What Do You See?	Martin, Bill Jr.	Henry Holt and Co.
Cat on the Mat	Wildsmith, Brian	Oxford
Cat Traps	Coxe, Molly	Random House/General
Chocolate Cake	Storybox	Wright Group
Chop. Simmer, Season	Brandenberg, Alexa	Harcourt Brace/General
City Bus, The	Visions	Wright Group
City Storm	Twig	Wright Group
Clouds	Voyages	SRA
Clown, The	Urmston, K. & Evans, K.	Kaeden Books
Colors in the City	Urmston, K. & Evans, K.	Kaeden Books
Dog	Ready to Read	Richard C. Owen
Don't Wake the Baby	Literacy 2000	Rigby
Follow the Leader	Windmill—Look & Listen	Wright Group
Food to Eat	Heath Little Readers	D.C. Heath
Fun With Hats	Malka, Lucy	Mondo
Here Is	Carousel Earlybirds	Dominie Press
Honk!	Smith, Sue	Mondo
How Many Fish?	Cohen, Caron Lee	HarperCollins/General
Giant's Breakfast	Literacy 2000	Rigby
Giant's Day Out, The	Smart Start	Rigby
Going Up?	Little Celebrations	Scott Foresman
Great Enormous Hamburger	Sunshine	Wright Group
I'm Hungry	Visions	Wright Group
Mommy, Where Are You?	Ziefert, Harriet	Puffin Books/General
My Home	Sunshine	Wright Group
My Puppy	Sunshine	Wright Group
Skin, Skin	Noonan, Diana	Wright Group
Sleepy Dog	Ziefert, Harriet	Random House/General
Winter Day, A	Florian, Douglas	Greenwillow/General
Yuck Soup	Sunshine	Wright Group

Lower Emergent

up the steps,

4

up the ladder,

5

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Upper Emergent

The lightning in the sky goes
flash, flash, flash
flash, flash, flash,
flash, flash, flash.

The lightning in the sky goes
flash, flash, flash
all over town.

From **City Storm** by Rebel Williams, illustrated by Philip Howe. Copyright ©1990 by The Wright Group. Reprinted by permission of The Wright Group.

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Beginning Reader
Stage II

Books for beginning readers include some or all of the following characteristics:

- familiar objects and actions.
- illustrations that closely correspond to the story.
- longer sentences.
- varied placement of text on page.
- many high frequency words.
- words appear repeatedly in the text.
- dialogue between the characters.
- reflected vocabulary (i.e. word endings such as -ing, -ed, -s).
- stories with simple plots, problems and solutions.

A beginning reader is developing the following understandings:

- uses many strategies for reading; considers meaning of story, structure of language, sound-symbol relationships, and illustrations.
- uses knowledge of English syntax to know when something doesn't make sense or doesn't sound right.
- understands that words can be broken up into different syllables.
- knows to look for words within words to read. Example: "mat" in "matter."
- retells story including details about characters, events, and setting.
- demonstrates awareness of sequence of events when retelling a story.
- represents complete sound of a word when spelling independently. Examples: "btafl" – beautiful, "purrd" – purred

BOOK LIST BY LEVEL
Beginning (Lower Range)

Title	Author/Series	Publisher/Distributor
Animal Babies	Rookie Reader	Children's Press/General
Baby Says	Steptoe, John	Morrow/General
Baby, The	Burningham, John	Crowell/General
Ball Bounced, The	Tafuri, Nancy	Morrow/General
Bears in the Night	Berenstain, Stan/Jan	Random House/General
Bears on Wheels	Berenstain, Stan/Jan	Random House/General
Big Egg	Coxe, Molly	Random House/General
Biscuit	Capucilli, Alyssa Satin	HarperCollins/General
Biscuit Finds a Friend	Capucilli, Alyssa Satin	HarperCollins/General
Brave Mary	Brimner, Larry Dane	Children's Press/General
Brown Bear, Brown Bear	Martin, Bill	Holt/General
Daddy and I	Greenfield, Eloise	Black Butterfly
Fire Truck	Sis, Peter	Greenwillow/General
Flying	Crews, Donald	Greenwillow/General
Happy Egg	Kraus, Robert	Scholastic
Hi, Clouds!	Rookie, Robert	Scholastic
I Dress Up Like Mam	Visions	Wright Group
I Get Ready for School	Visions	Wright Group
I Love Cats	Rookie Reader	Children's Press/General
I Want a Pet	Gregorich	School Zone
If I Were You	Wildsmith, Brian	Oxford
It Looked Like Spilt Milk	Shaw, Charles	Harper & Row/General
Joshua James Likes Trucks	Rookie Reader	Children's Press/General
Just Like Me	Neasi, Barbara	Children's Press/General
Just Like Me	Rookie Reader	Children's Press/General
My Doll, Keshia	Greenfield, Eloise	Black Butterfly
School Bus	Crews, Donald	Morrow/General
Shoes Shoes Shoes	Morris, Ann	Lothrop, Lee & Shepard
Sid and Sam	Buck, Nola	Harper Trophy/General
Spots, Feathers and Curly Tails	Tafuri, Nancy	Morrow/General
Things I Like	Browne, Anthony	Random House/General

BOOK LIST BY LEVEL
Beginning (Upper Range)

Title	Author/Series	Publisher/Distributor
An Auto Mechanic	Florian, Douglas	Mulberry Books
Angus and the Cat	Flack, Marjorie	Viking/General
Apples and Pumpkins	Rockwell, Anne	Scholastic
Are You My Mother?	Eastman, P.D.	Random House/General
Bathwater's Hot	Hughes, Shirley	Lothrop, Lee & Shepard
Beep, Beep	Gregorich	School Zone
Big Dog, Little Dog	Eastman, P.D.	Random House/General
Cars	Rockwell, Anne	Dutton/General
Click	Foundations	Wright Group
Come Out and Play Little Mouse	Kraus, Robert	Morrow/General
Dinosaurs Dinosaurs	Barton, Byron	HarperCollins/General
Dog, The	Burningham, John	Crowell/General
Feed Me!	Bank Street	Bantam/General
Flower Garden	Bunting, Eve	Harcourt Brace/General
Goodnight Moon	Brown, Margaret Wise	HarperCollins/General
Goodnight Owl	Hutchins, Pat	Macmillan/General
Harry Takes a Bath	Ziefert, Harriet	Penguin/General
Here Comes the Bus	Ziefert, Harriet	Penguin/General
I Need a Lunch Box	Caines, Jeannette	Harper & Row/General
Is This You?	Krauss, Ruth	Scholastic
Itchy Itchy Chicken Pox	Hello Reader	Scholastic
Just Like Daddy	Asch, Frank	Simon & Schuster/ General
Just Like Everyone Else	Kuskin, Karla	HarperCollins/General
Later, Rover	Ziefert, Harriet	Puffin Books/General
Legs	Artell, Mike	Simon & Schuster
Lucky Star	Williams, Vera B.	Greenwillow/General
Mike and Tony: Best Friends	Ziefert, Harriet	Penguin/General
Mine's the Best	Bonsall, Crosby	HarperCollins/General
My Best Friend	Hutchins, Pat	Greenwillow/General
My Little Sister Ate One Hare	Grossman, Bill	Crown
New House for Mole and Mouse, A	Ziefert, Harriet	Penguin/General
No Ball Games Here	Ziefert, Harriet	Penguin/General
Noisy Nora	Wells, Rosemary	Scholastic
Rabbit, The	Burningham, John	Crowell/General

BOOK LIST BY LEVEL
Beginning (Upper Range) – continued

Title	Author/Series	Publisher/Distributor
Rebus Bears, The	Bank Street	Bantam/General
Rosie's Walk	Hutchins, Pat	Macmillan/General
Seven Little Monsters	Sendak, Maurice	HarperCollins/General
Sheep in a Shop	Shaw, Nancy	Houghton Mifflin/ General
Sheep Out to Eat	Shaw, Nancy	Houghton Mifflin/ General
Snow, The	Burningham, John	Crowell/General
Splash	Jonas, Ann	Greenwillow/General
Thank You Nicky!	Ziefert, Harriet	Penguin/General
Three Billy Goats Gruff, The	Brown, Marcia	Harcourt Brace/General
Trucks	Rockwell, Anne	Penguin/General
Very Busy Spider, The	Carle, Eric	Philomel/General
Wait, Skates!	Rookie Reader	Children's Press/General
Wheels on the Bus	Ziefert, Harriet	Random House/General
Where's Brooke?	Javernick, Ellen	Children's Press/General

Lower Beginning

We hang upside down.

We slide.

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Upper Beginning

Under my shirt.
Under my socks.

Itchy, itchy
chicken pox.

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Early Independent Reader
Stage III

Books for early independent readers include some or all of the following characteristics:

- illustrations that confirm rather than predict the meaning of text.
- smaller print.
- paragraphs rather than simple sentences.
- short chapters.
- different genres (i.e. science, humor, mystery, biography).
- more complex plots, themes, problems, and solutions.
- literacy language structures integrated with natural language (ie. metaphors, similes).

An early independent reader is developing the following range of skills:

- recognizes a large body of sight words.
- monitors reading and self-corrects when a mistake is perceived.
- incorporates language from text when discussing book. *Examples:* "The lion's mane was the color of the sun." "The wolf huffed and he puffed and he blew the house down."
- compares books to one another with attention to both similarities and differences.
- supports own ideas or interpretations by giving examples from text.
- identifies main idea of a passage of text.
- uses knowledge of word families, vowel combinations, consonant blends, and digraphs when spelling. *Examples:* "brathr" – brother; "fethr" – feather

BOOK LIST BY LEVEL
Early Independent (Lower Range)

Title	Author/Series	Publisher/Distributor
Amelia Bedelia series	Parish, Peggy	Avon CamelotGeneral
And I Mean It, Stanley	Bonsall, Crosby	HarperCollins/General
Arthur's Loose Tooth	Hoban, Lillian	HarperCollins/General
Arthur's Pen Pal	Hoban, Lillian	HarperCollins/General
Ask Mr. Bear	Flack, Marjorie	Macmillan/General
Baseball Ballerina	Cristaldi, Kathryn	Random House/General
Beans on the Roof	Byars, Betsy	Dell Yearling/General
Bear Goes to Town	Browne, Anthony	Doubleday/General
Bear Shadow	Asch, Frank	Simon & Schuster/ General
Bear's Bargain	Asch, Frank	Scholastic
Beavers Beware!	Bank Street	Bantam/General
Bony-Legs	Cole, Joanna	Scholastic
Caps for Sale	Slobodkina, Esphyr	Harper & Row/General
Cat in the Hat	Seuss, Dr.	Random House/General
Clifford the Small Red Puppy	Bridwell, Norman	Scholastic
Clifford the Big Red Dog	Bridwell, Norman	Scholastic
Clocks and More Clocks	Hutchins, Pat	Scholastic
Color Wizard, The	Bank Street	Bantam/General
Come Back, Amelia Bedelia	Parish, Peggy	Harper & Row/General
Coult It Be?	Bank Street	Bantam/General
Curious George and the Ice Cream	Rey, M.	Scholastic
Daniel's Dog	Bogart, Jo Ellen	Scholastic
Danny and the Dinosaur	Hoff, Syd	Scholastic
Dinosaur Time	Parish, Peggy	Harper & Row/General
Do You Like Cats?	Bank Street	Bantam/General
Dog's Tale, A	Bank Street	Bantam/General
Donkey's Tale, The	Bank Street	Bantam/General
Doorbell Rang, The	Hutchins, Pat	Greenwillow/General
Father Bear Comes Home	Minark, E.H.	HarperCollins/General
Flower of Sheba, The	Orgel, Doris/Schecter, Ellen	Bank Street/Bantam
Frog and Toad Together	Lobel, Arnold	HarperCollins/General
Frog and Toad Are Friends	Lobel, Arnold	Harper & Row/General
Ghosts	Schwartz, Alvin	HarperCollins/General
Go and Hush the Baby	Byars, Betsy	Viking/General

BOOK LIST BY LEVEL
Early Independent (Lower Range) – continued

Title	Author/Series	Publisher/Distributor
Good Morning, Chick	Ginsburg, Mirra	Greenwillow/General
Good Work, Amelia Bedelia	Parish, Peggy	Avon Camelot/General
Green Eggs and Ham	Seuss, Dr.	Random House/General
Happy Birthday, Dear Duck	Bunting, Eve	Clarion/General
Henry and Mudge Series	Rylant, Cynthia	Aladdin/General
Horse in Harry's Room	Hoff, Syd	HarperCollins/General
I Am Not Afraid	Bank Street	Bantam/General
It's Halloween	Prelutsky, Jack	Scholastic
Jamberry	Degen, Bruce	Harper & Row/General
Just Us Women	Caines, Jeannette	Scholastic
Kiss for Little Bear	Minarik, E.H.	Harper & Row/General
Last Puppy, The	Asch, Frank	Simon & Schuster/ General
Let's Be Enemies	Sendak, Maurice	Harper & Row/General
Letter to Amy, A	Keats, Ezra Jack	Harper & Row/General
Little Bear	Minarik, E.H.	HarperCollins/General
Little Bear series	Minarik, E.H.	Harper Trophy/General
Little Black, A Pony	Farley, Walter	Random House/General
Little Blue and Little Yellow	Lionni, Leo	Scholastic
Little Fireman	Brown, Margaret Wise	HarperCollins/General
Magic Box, The	Brenner, Barbara	Bantam/General
Mouse Soup	Lobel, Arnold	HarperCollins/General
Mouse Tales	Lobel, Arnold	Harper & Row/General
Mr. Gumpy's Motor Car	Burningham, John	HarperCollins/General
Mr. Gumpy's Outing	Burningham, John	Holt/General
Mr. Putter and Tabby series	Rylant, Cynthia	Harcourt Brace/General
Nate the Great series	Weinman Sharmat, M.	Dell Publishing/General
Next Time I Will	Bank Street	Bantam/General
Not Now! Said the Cow	Bank Street	Bantam/General
Owl at Home	Lobel, Arnold	HarperCollins/General
Pancake, The	Lobel, Arnold	Dell Publishing/General
Peter's Chair	Keats, Ezra Jack	Harper Trophy/General
Piggle	Bonsall, Crosby	HarperCollins/General
Sammy the Seal	Hoff, Syd	Harper & Row/General
Small Pig	Lobel, Arnold	Harper Trophy/General
Smallest Cow in the World, The	Paterson, Katherine	Harper Trophy/General

BOOK LIST BY LEVEL
Early Independent (Lower Range) – continued

Title	Author/Series	Publisher/Distributor
Snowy Day, The	Keats, Ezra Jack	Scholastic
Spaghetti Party, The	Bank Street	Bantam/General
Stanley	Hoff, Syd	HarperCollins/General
Surprise Party	Hutchins, Pat	Macmillan/General
This Is the Place for Me	Cole, Joanna	Scholastic
Very Hungry Caterpillar, The	Carle, Eric	Putnam/General
What Makes a Shadow?	Bulla, Clyde Robert	HarperCollins/General
Where the Wild Things Are	Sendak, Maurice	Harper & Row/General
Willy and Hugh	Browne, Anthony	Dragonfly Books/Knopf
Zack's Alligator	Mozelle, Shirley	Harper Trophy/General

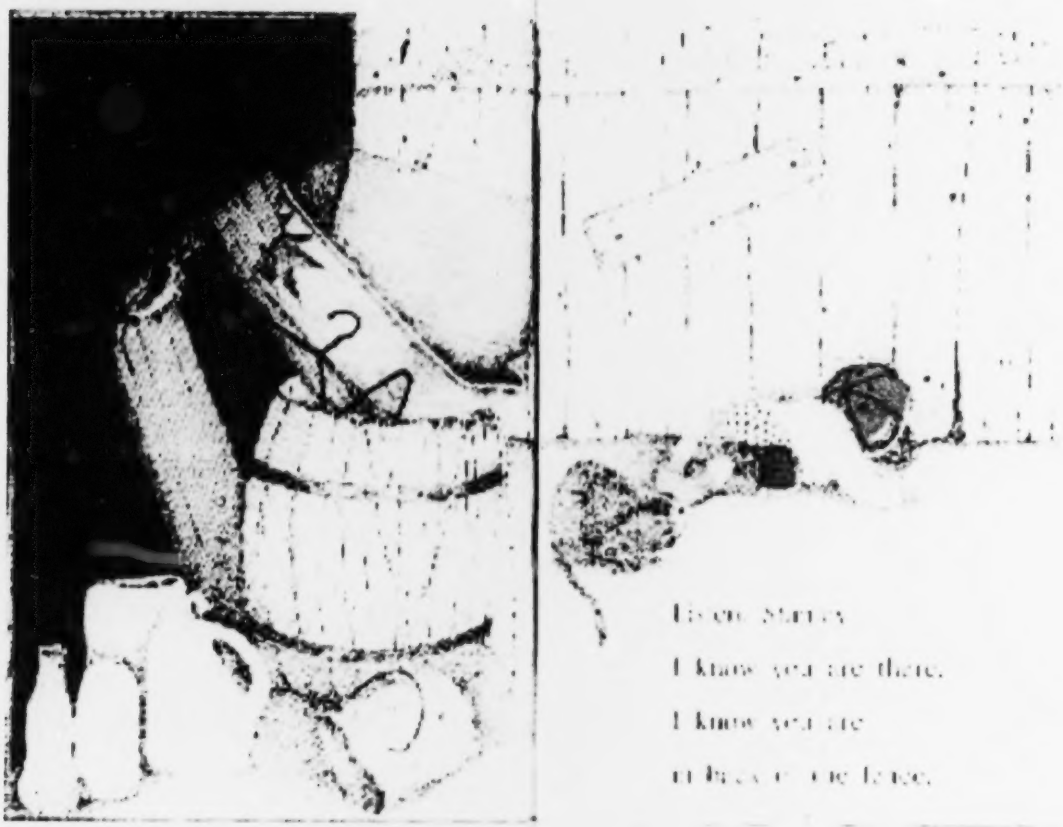
BOOK LIST BY LEVEL
Early Independent (Upper Range)

Title	Author/Series	Publisher/Distributor
Animal Dads	Sneed III, Collard	Houghton Mifflin/ General
Animal Hide and Seek	Bank Street	Bantam/General
Cam Jansen and the Mystery Series	Adler, David A.	Puffin Books/General
Candy Corn Contest, The	Giff, Patricia Reilly	Dell Publishing/General
Chair for my Mother, A	Williams, Vera B.	Scholastic
Chalk Box Kid, The	Bulla, Clyde Robert	Random House/General
Cherries and Cherry Pits	Williams, Vera B.	Houghton Mifflin/ General
Cloud Book, The	de Paola, Tomie	Scholastic
Dinner at the Panda Palace	Calmenson, Stephanie	Harper Trophy/General
Don't Forget the Bacon	Hutchins, Pat	Puffin Books/General
Flossie & the Fox	McKissack, Patricia	Scholastic
Freckle Juice	Blume, Judy	Dell Yearling/General
From Caterpillar to Butterfly	Heiligman, Deborah	HarperCollins/General
Happy Birthday, Moon	Asch, Frank	Simon & Schuster/ General
I Love My Hair	Tarpley, Natasha	Little Brown/General
In the Swim	Florian, Douglas	Harcourt Brace/General
Job for Jenny Archer, A	Conford, Ellen	Little Brown/General
Julian's Glorious Summer	Cameron, Ann	Random House/General
Key to the Treasure	Parish, Peggy	Dell Publishing/General
Lucky Baseball Bat, The	Christopher, Matt	Little Brown/General
Make Way for Ducklings	McCloskey, Robert	Puffin Books/General
Man Out at First	Christopher, Matt	Little Brown/General
Marvin Redpost series	Sachar, Louis	Random House/General
Miss Nelson Is Missing	Allard, Harry	Houghton Mifflin/ General
More Stories Julian Tells	Cameron, Ann	Random House/General
Nest Full of Eggs, A	Jenkins, Priscilla	HarperCollins/General
One in the Middle is a Green Kangaroo, The	Blume, Judy	Dell Yearling/General
Picking Apples and Pumpkins	Hutchins, A. & R.	Scholastic
Pickle Pass	Giff, Patricia Reilly	Dell Publishing/General
Pinky and Rex series	Howe, James	Avon Books/General

BOOK LIST BY LEVEL
Early Independent (Upper Range) – continued

Title	Author/Series	Publisher/Distributor
Plenty of Fish	Selsam, Millicent	Harper & Row/General
Russel Rides Again	Hurwitz, Johanna	Puffin Books/General
Russel Sprouts	Hurwitz, Johanna	Puffin Books/General
Second Grade—Friends Again!	Cohen, Miriam	Scholastic
Seeds and More Seeds	Selsam, Millicent	Harper & Row/General
Snakes	Penner, Lucille	Random House/General
Spy on Third Base, The	Christopher, Matt	Little Brown/General
Stacy Says Good-Bye	Giff, Patricia Reilly	Dell Publishing/General
Stories Julian Tells	Cameron, Ann	Random House/General
Tale of Peter Rabbit, The	Potter, Beatrix	Scholastic
What Will the Weather Be?	DeWitt, Lynda	HarperCollins/General
What's it Like to Be a Fish?	Pfeffer, Wendy	HarperCollins/General
Whistle for Willie	Keats, Ezra Jack	Penguin/General

Lower Early Independent



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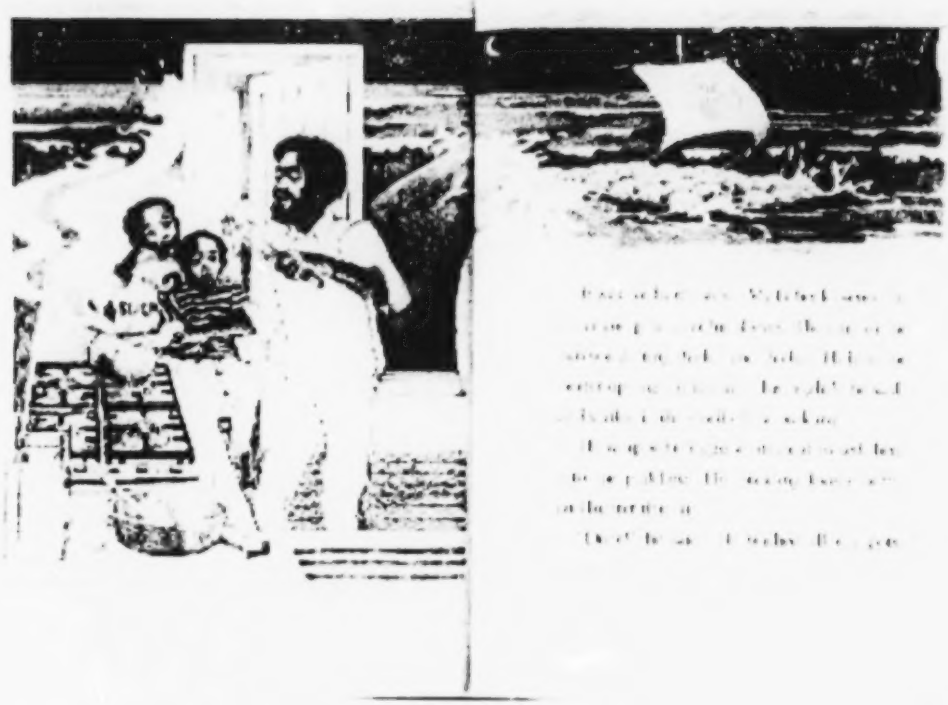
Upper Early Independent



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When, during the year, do you use L.L.A.P.?

L.L.A.P. will typically be used three times during a tutoring year.

Beginning of the year

By completing the assessment form in the beginning of the year, tutors will acquire baseline data on their students and obtain essential diagnostic information for planning lessons. There is not a hard and fast rule about when to begin to use the form. However, we encourage tutors to become familiar with the form early in their work because it will help them think about the kinds of discussions to have with children about books and reading. It is likely that tutors will have enough information by October to complete the form.

Mid-year

The mid-year use of the assessment form allows the tutor to take the time to review her/his work with the student. Completing the form will encourage tutors to reflect upon the areas in which their students have made progress as well as those areas in which the student needs more support. Mid-year use of the form provides programs with documentation of the "progress over time" that each child is making.

End of the Year

The end of the year reporting period allows the tutor to report the gains the child has achieved over the year and to identify the areas in which the child still needs support. The assessment form is a valuable tool for those programs who share student progress with parents and school personnel. It has additional value for those programs who work with the same children from one year to the next. Beginning the year with the information provided by the assessment form will give the next tutor important information about the learning needs and style of each child.

The role of the adult when determining the rating.

Tutors will need guidelines to help them to understand how to score the assessment form. It might be helpful to think about L.L.A.P. as a way of guiding the conversation that goes on between the child and the tutor. This is not a test, and test conditions, as we know them, do not apply. It is important to note that within each of these stages there will be a range of abilities; once children reach the upper range of a stage they will need less assistance than they previously required.

Emergent Reader

By definition, an emergent reader is one who needs a great deal of assistance and support from the adult. We do not, therefore, expect children to independently and consistently apply the skills and strategies described in the assessment form. In this stage, the question for tutors to ask when scoring the form is: "Does the child demonstrate an understanding of these skills and strategies?" For example, can the child respond when you say, "Let's look at the pictures and make predictions about the story"? See the video Rosa and Melany: Reading in English for an excellent example of looking at the pictures and making predictions.

Beginning Reader

At this stage reading may require considerable effort or some effort on the part of the child. Tutors help children to problem solve and learn about the new features of the text. Children will begin to independently apply the strategies and skills they have learned, but assistance from the adult is both expected and appropriate. In both the listening and reading comprehension section the child may initiate some of the discussions but the scoring is based on the child's ability to engage in a conversation of the book once the adult has initiated the discussion. For example, the tutor might ask, "Does the character in this book remind you of anyone in the last book that we read?"

Early Independent Reader

The early independent reader is a child who is gaining confidence and proficiency in his/her ability to apply the skills and strategies described in the assessment form. Therefore,

the scoring is based on the child's ability to independently apply these problem-solving techniques to the text. This does not mean that the adult never helps the child with prompts or leading questions. As with the beginning reader, the tutor helps children to learn about the new features of the text presented in books at this level. For example, the tutor might say, "Since we know that this is a book about whales, what do you think the word that begins with bl might be?" In both the listening and reading comprehension sections, the adult still has a role in initiating or extending the discussion. It is possible that a tutor could be working with a child at the early independent reading stage who has never been engaged in "real discussions" about a book but has only had to answer literal questions. In this case the tutor may have to model how to respond to a book. For example, the tutor might model using personal experiences to discuss a book by saying, "A similar thing happened to me when I...." or by asking the child, "Did something like this ever happen to you?"

The Consistency Rating Scale

To evaluate a student's strategies/skills using L.L.A.P., you will be deciding how consistently your child demonstrates each of the competencies described in your student's reading stage. There are four levels in the Consistency rating scale; each is described on the following page:

Rating Name	Rating Score	Student's Behavior
Never	1	If your student shows very little evidence of using a strategy/skill, you should rate that category ***never***. It is not necessary that there be 100% absence of a skill to rate a child as ***never***. The student's guesses are occasionally correct, but inconsistent. *Example:* If the student is reading a page about cows and pigs, and inconsistently reads pig for cow because s/he is using only the picture clues, the student is not able to use the initial consonant strategy.
Sometimes	2	If your student appears to use a particular strategy/skill once in a while, rate that competency ***sometimes.*** A student who is scored at this level will demonstrate the skill/strategy in some situations, but there is still some inconsistency in his/her performance. *Example:* The student from the example above now shows evidence of using initial letters, along with picture or context clues to figure out words. However, the child sometimes uses only one skill/strategy which does not help her/him read the word correctly.
Frequently	3	If your student is using a skill/strategy on most occasions when it could be used, rate that competency ***frequently.*** Now the child appears to be using the skill/strategy far more often than not, but still makes regular errors that suggest that the skill/strategy was not used. *Example:* Our example student now predicts words which take into consideration the appropriate first letter, the context, and the picture clues. When the student self-corrects, you observe that the first letter along with context and picture clues are used to help the student recognize an error. In some circumstances the student will still ignore initial letter information when incorrectly using picture and context clues.
Consistently	4	If your student demonstrates a skill/strategy on most occasions, rate that competency consistently. The rating ***consistently*** doesn't mean that the skill/strategy will be present 100% of the time; everyone makes mistakes. *Example:* Using knowledge of letter/sound correspondence is now one of the primary clues your student uses to predict words and is often supported by picture and context clues. Student self-corrections show evidence that they are almost always looking at the letters in the word when they recognize an error. Your student only rarely ignores letter information.

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Determining the Most Appropriate Text for Children: When should you move children to the next level?

One of the goals of tutors is to enable children to read more difficult books with increasing levels of independence. Children are ready to attempt more complex books when they demonstrate they can use their current skills and strategies to attend to the more complex features of text presented in the next level. (Clay, 1991) One of the most important indicators of whether children are ready to read more difficult text is their ability to read proficiently and to understand the content of the books at the level they are presently reading.

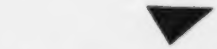
Important Considerations about Changing Levels:

- Reading many books on the same level promotes children's fluency and independent reading.
- Children need to be able to both read and understand the books at the next level.
- Children need to develop multiple strategies for reading more complex text.

Proficiency in one strategy alone will not enable children to read more difficult text. When we increase the complexity of text, it is expected the number of strategies a child is ready to use will also increase.

(See the Reading Strategies and Behaviors listed in each stage of the assessment form.)

Data Recording: The Tutor's Role



Remember, L.L.A.P. is not a reading test. It is a tool that can assist you to make detailed observations about students in your program. Tutors' notes on the *Record Keeping Form* will be valuable to help decide how consistently students demonstrate each competency. Tutors may also want to have L.L.A.P. available during turoing sessions to refresh their memories about the competencies.

One of the important features of L.L.A.P. is that it can be used to document each student's reading and writing development. In the section we describe how that can be done during the tutoring year.

The Initial Recording Period

It will probably take tutors eight to ten sessions to become sufficiently familiar with students' reading and writing abilities. Tutors should begin using L.L.A.P. as soon as they feel they know the student well enough to complete the assessment form. The following outlines the three simple steps to recording student data.

Steps:

- Begin by putting the date on the top of the column.
- In the first column, mark the appropriate points for each competency—from 1 to 4—for each competency.
- Add up the total points for reading. Add up the total points for writing, if appropriate.

You now have the total point count for your first observation. Place the total for reading on the L.L.A.P. Data Sheet for Reading. Do the same for writing using the L.L.A.P. Data Sheet for Writing. (See pp. 48–49.) The maximum number of points for reading and writing in each stage of L.L.A.P. is shown below in the column labeled Maximum Points. Maximum Points is calculated by multiplying the number of competencies by the maximum possible point score or 4 — the score for the most consistent use of the competency.

Stage	Reading		Writing	
	Number of Competencies	Maximum Points	Number of Competencies	Maximum Points
Emergent	28	112	10	40
Beginning	39	156	12	48
Early Independent	27	108	13	52

Having added up the points, the data will look something like the examples shown in the table below. The initial use of L.L.A.P. data as an assessment tool is complete. The data tutors have collected becomes the baseline data that programs will use to demonstrate growth and changes in reading over time.

In the Emergent and Beginning Reader stages of L.L.A.P., the Phonics and Phonemic Awareness section contains a set of skills that are not included in the point count. The records about the letter names and sounds a child can identify and the letters that a child can write are not given scores. They are included in the assessment to assist tutors in planning instruction for their students.

Example of 1st Assessment Data

Tutor's Name _____

L.L.A.P. Data Sheet for Reading

	1st Assessment Date: _____		2nd Assessment Date: _____		3rd Assessment Date: _____	
Child's Name	**Stage**	**Points**	**Stage**	**Points**	**Stage**	**Points**
1	Emergent	42				
2	Emergent	55				
3	Beginning	90				
4	Early Indep.	45				
5	Beginning	80				
6	Beginning	62				
7	Emergent	87				
8	Emergent	36				
9	Early Indep.	69				
10	Emergent	105				

The Second and Third Recording Periods

We suggest that the L.L.A.P. be completed three times during the academic year—near the beginning, at mid-year, and at the end of the school year. Tutors should follow the same assessment procedures for each recording.

Between each assessment period, changes will occur in many students. Based on your sessions, you may decide to move some of them to the next stage. On the following data sheet are some examples of the second and third uses of L.L.A.P., along with the data from the first observations.

Example of 2nd and 3rd Assessment Periods

Tutor's Name _____

L.L.A.P. Data Sheet for Reading

	1st Assessment Date: _____		2nd Assessment Date: _____		3rd Assessment Date: _____	
Child's Name	Stage	Points	Stage	Points	Stage	Points
1	Emergent	42	Emergent	65	Emergent	80
2	Emergent	55	Emergent	90	Beginning	132
3	Beginning	90	Early Indep.	50	Early Indep.	70
4	Early Indep.	45	Early Indep.	55	Early Indep.	67
5	Beginning	80	Beginning	105	Beginning	120
6	Beginning	62	Beginning	81	Beginning	88
7	Emergent	87	Beginning	57	Beginning	70
8	Emergent	36	Emergent	62	Emergent	73
9	Early Indep.	69	Early Indep.	89	Early Indep.	100
10	Emergent	105	Beginning	71	Beginning	123

Aggregating the Data and Constructing Reports

The L.L.A.P. Data Sheets for Reading and Writing are now ready to be used to aggregate the data for reporting to your stakeholders. We have designed L.L.A.P. to report data in two categories:

- Between-Stage Progress
- Within-Stage Progress

Between-Stage Progress

This category of progress is the number or proportion of students who have moved from one stage to the next since the last assessment. In our examples, students 3, 7, and 10 have moved from one stage to the next. Because the stages of L.L.A.P. represent different stages of reading and writing development, progress from one stage to the next indicated a meaningful increase in reading competency or writing competency. Following our example, three of ten students, or 30%, have moved to the next stage.

Within-Stage Progress

This category of progress is a measure of the development that students have made without changing stages since the last assessment. Many, perhaps most, students will not change stages between any two assessments; however, that does not mean that they did not improve their reading and writing competencies.

In the next table are the scores of the students who remained within a single stage between assessments. The column labeled "Raw Change" is calculated by subtracting the first assessment points from the second assessment points for each child. The column labeled "Points (+/-)" is calculated by dividing the Raw Change number by the Maximum Points for that stage of L.L.A.P.

For example, Child 1 scored 42 points at the first assessment, then 65 points at the second assessment. The Raw Change is calculated by subtracting 42 from 65, which results in a Raw Change of 23 points. The Points (+/-) are calculated by taking the Raw Change points of 23 and dividing it by the Maximum Number of Points for the Emergent Stage or 112 (see page 00). The result is a point gain of 21. Within each stage of reading, the maximum possible gain is 75 points. Thus, Student 1 gained 21 of a possible 75 points between the first and second assessments.

Example of Aggregated Data

L.L.A.P. Report Sheet for Reading						
	1st Assessment Date: _____		2nd Assessment Date: _____			
Child's Name	Stage	Points	Stage	Points	Raw Change	Points (+/-)
1	Emergent	42	Emergent	65	+23	+21
2	Emergent	55	Emergent	90	+35	+31
3	Beginning	90	Early Indep.	50	Advanced 1 stage	N/A
4	Early Indep.	45	Early Indep.	55	+10	+9
5	Beginning	80	Beginning	105	+25	+16
6	Beginning	62	Beginning	81	+19	+12
7	Emergent	87	Beginning	57	Advanced 1 stage	N/A
8	Emergent	36	Emergent	62	+26	+23
9	Early Indep.	69	Early Indep.	89	+20	+19
10	Emergent	105	Beginning	71	Advanced 1 stage	N/A

Reporting the Data at Mid-Year

Data from the L.L.A.P. assessment are easily reported to your stakeholders. From the example above, a mid-year progress report might say:

The students are tutored at Sunnyside Elementary School. Each receives roughly 45 minutes of one-on-one tutoring twice each week. During the reporting period of September through January, three (30%) moved to the next stage of reading development. Among those remaining within a developmental stage, gains ranged from 9 to 31 points on a scale of 75. The average gain across all within-stage students tutored was 18.7 points.

Reporting the Data at the End of the Year

After the third assessment, you will be able to calculate change between the second and third assessments or between the first and third assessment.

Example of Aggregated Data:
Assessment 2 and Assessment 3

L.L.A.P. Report Sheet for Reading

	2nd Assessment Date: _____		3rd Assessment Date: _____			
Child's Name	Stage	Points	Stage	Points	Raw Change	Points (+/-)
1	Emergent	65	Emergent	80	+15	+13
2	Emergent	90	Beginning	132	Advanced 1 stage	N/A
3	Early Indep.	50	Early Indep.	70	+20	+19
4	Early Indep.	55	Early Indep.	67	+12	+11
5	Beginning	105	Beginning	120	+15	+10
6	Beginning	81	Beginning	88	+7	+4
7	Beginning	57	Beginning	70	+13	+8
8	Emergent	62	Emergent	73	+11	+10
9	Early Indep.	89	Early Indep.	100	+11	+10
10	Beginning	71	Beginning	123	+52	+33

Example of Aggregated Data:
Assessment 1 and Assessment 3

L.L.A.P. Report Sheet for Reading

	1st Assessment Date: _____		3rd Assessment Date: _____			
Child's Name	Stage	Points	Stage	Points	Raw Change	Points (+/-)
1	Emergent	42	Emergent	80	+38	+34
2	Emergent	55	Beginning	132	Advanced 1 stage	N/A
3	Beginning	90	Early Indep.	70	Advanced 1 stage	N/A
4	Early Indep.	45	Early Indep.	67	+22	+20
5	Beginning	80	Beginning	120	+40	+26
6	Beginning	62	Beginning	88	+26	+17
7	Emergent	87	Beginning	70	Advanced 1 stage	N/A
8	Emergent	36	Emergent	73	+37	+33
9	Early Indep.	69	Early Indep.	100	+31	+28
10	Emergent	105	Beginning	123	Advanced 1 stage	N/A

Following the final assessment, at the end of the school year, you will have three data points for the year for each student. In a final report you could describe the progress made between mid-year and the end-of-year assessments, but most programs will prefer to highlight the progress made over the entire service year. The table above is an example of the data for the ten Sunnyside Elementary students for the baseline (1st Assessment) and the year-end (3rd Assessment). From this data you could write the following type of analysis:

Examples of Analysis based on the Data

The students were tutored at Sunnyside Elementary School. Each received roughly 45 minutes of one-to-one tutoring twice each week from September through the collection of the final L.L.A.P. assessment, in mid-May. During that period, four students or 40%, advanced to the next stage of reading development. This indicates general mastery of the reading competencies present at the beginning of the school year, and represents a substantial increase in the complexity of their reading ability. Among those remaining within a single developmental stage throughout the year, gains ranged from 17 to 34 points on a scale of 75. The average gain across all within-stage students tutored was 26 of 75 points.

All tutored students made steady progress this year. More than half made substantial progress, either advancing to the next developmental level or through nearly half their initial stage. The minimum score in L.L.A.P. is 28 points; hence two of our students (Child 1 and Child 8) began their year with almost no emergent reading competencies. In general, I am pleased, and believe that with some training modifications we can achieve more progress next year.

Although the total number of students is too small for statistical analysis, it appears that we made the most significant progress with students at the earlier stages of reading development. For example, three of the four students who advanced a stage began at the Emergent Stage, and of those six who remained within stage, the two largest gains were by students at the emergent level. No student mastered the skills at the Early Independent level during the year, but this is not surprising given their age and general reading readiness at the beginning of the year. We will review the data from our other sites to see if a similar pattern of progress emerges and, if so, make adjustments to our training for working with more advanced students.

Tutor's Name _____

L.L.A.P. Data Sheet for Reading

	1st Assessment Date: _____		2nd Assessment Date: _____		3rd Assessment Date: _____	
Child's Name	Stage	Points	Stage	Points	Stage	Points

Comments

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Tutor's Name _____

L.L.A.P. Data Sheet for Writing

	1st Assessment Date: _____		2nd Assessment Date: _____		3rd Assessment Date: _____	
Child's Name	Stage	Points	Stage	Points	Stage	Points

Comments

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L.L.A.P. Report Sheet for Reading

	1st Assessment Date: _____		2nd Assessment Date: _____			
Child's Name	Stage	Points	Stage	Points	Raw Change	Points (+/-)

Comments

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L.L.A.P. Report Sheet for Writing

	1st Assessment Date: _____		2nd Assessment Date: _____			
Child's Name	Stage	Points	Stage	Points	Raw Change	Points (+/-)

Comments

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Rees, D., & Rivalland, J. (1994). First Steps: Spelling Developmental Continuum. Melbourne: Longman.

Rees D., & Shortland-Jones, B. (1994). First Steps: Reading Developmental Continuum. Melbourne: Longman.

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Appendix

L.L.A.P. Glossary

Authentic reading material: reading material that is the type a fluent reader encounters. This includes books with interesting stories and pictures, magazines and newspapers, or even signs and posters in the environment. Basically, it means "real life" reading material, as opposed to word sheets or primers with stilted, unnatural language.

Book Conventions: details that have become expectations about books. Some examples are: the title and author are found on the front cover, a dedication page, clear indications about the end of the story (often "the end"). Children become familiar with these conventions (and, therefore, better predictors while reading) through repeated exposure to books.

Context: the information in the book that helps the reader think about the meaning of the text. Context "clues" can be the pictures, knowledge about the topic or genre a reader brings to the page, or simply the meaning gleaned so far from the book. Using the context can help a struggling reader through a difficult word or phrase.

Language patterns (of a story): the repetition or rhyme built into the structure of the story ("In went the cow. In went the pig. In____ the dog"). Beginning readers cue in to these patterns to help them read the text.

Leveling: a system of determining difficulty of reading material based on the amount of print per page, the predictability of the language used in the text, and the correlation of the text with the pictures. Using leveled reading materials makes it easier to match the text to the skills of the individual reader.

Miscue: a mistake made while reading aloud. This term has a more positive implication than "mistake," because it suggests that the reader is attending to the cueing systems (meaning, structure of language, and visual), but has focussed on the wrong cue at the wrong time.

Monitoring reading: a skill that readers develop where they

are paying attention to reading the words, while simultaneously attending to overall sense and sound of what is being read.

Picture walk: a first glance through a book, looking only at the pictures and their details. As the child and adult read the pictures, the child tells the probable story, and the adult tries to elicit some of the language used in the text.

Phonemic Awareness: the understanding that words are made up of a sequence of identifiable sounds.

Phonics: a term usually meaning the rules and patterns associated with others and the sounds they make.

Prior knowledge: information a reader brings to unfamiliar reading material. This might mean knowledge of the topic of the book or experience with reading this type of genre or reading material. It could even involve expectations built from having read other things by this author. Prior knowledge helps a reader make predictions about the language and/or content of the reading material, thereby getting greater meaning from it.

Self-correction: the ability a reader has (through effective monitoring) of catching miscue (with no prompting) and reading the correct word(s).

Stages of reading:

Emergent: a child who shows awareness of book conventions, can read a story by looking at the pictures and using appropriate language, is beginning to make some associations between letters and the sounds they make, and is beginning to recognize familiar signs or words by sight ("exit," "McDonald's," etc.)

Beginning readers: a child who relies on the pictures, the language pattern of the book, the conversation prior to reading the book to help with reading the print. This reader recognizes many common words and is developing the ability to sound out unfamiliar words using phonics knowledge. This reader is also beginning to self-correct

miscues.

Early independent: a reader who can use a variety of strategies to figure out an unknown word and reads using basic punctuation to make sense of the text. Even so, this reader still relies on many of the sources of information that the beginning reader uses. This reader makes predictions about the story and personal connections to the story while reading.

Fluent: a reader who can read unfamiliar and unpredicatable text with ease. This reader uses a varitety of strategies, and demonstrates good comprehension of the material read.

Sound/symbol relationship (or correspondence): the different sounds made by specific letters or letter combinations. For example, "c" can make a "kuh" sound (as in "cake") or a "sss" sound (as in "Cinderella").

Writing conventions: details that have become expectations to writers. These include use of traditional book language ("Once upon a time...") as well as mechanics (from early awareness that print goes from left to right, to use of spaces between words, to using capital letters and punctation marks properly.

Digraphs

Combination of two letters that create one sound when pronounced.

Initial Consonant Digraphs

sh wh th ch

Blends

Consists of two or more letters that must be combined to arrive at the correct pronunciation. The letters cannot be sounded out separately for proper pronunciation.

Initial Consonant Blends

br	cr	dr	fr	gr	pr	tr
bl	cl	fl	pl	sl	sp	st
sc	sk	sm	sn	sw	tw	
scr	spr	str	thr	spl		

Upper and Lower Case Letters

Suggest that tutor only show student one line at a time.

B G I K P
W L O S U
A T J F C
X R Q D M
N V Z E H Y

---

b g i k p
w l o s u
a t j f c a
x r q d m g
n v z e h y

Basic Sight Words List

and	like	up
it	come	said
me	in	can
the	you	I
for	are	this
with	going	am
car	went	they
here	see	big
get	to	what
jump	sleep	now
dog	at	there
shoe	play	look
not	yes	on
ball	stop	but

Advanced Sight Words List

down	Mr.	between
part	myself	give
hand	away	house
town	night	never
before	always	until
their	does	because
don't	around	made
please	first	been
after	hold	something
those	good	ready
work	why	got
school	kind	day
beautiful	long	going
played	himself	water

Publishing Companies

Mondo Publishing
One Plaza Road
Greenvale, NY 11548
800/242-3650

Oxford University Press
Order Department
2001 Evans Road
Cary, NC 27513
800/230-3242

Richard C. Owen Publishers, Inc.
135 Katonah Avenue
Katonah, NY 10536
800/336-5588

Rigby Education USA
P.O. Box 797
Crystal Lake, IL 60039-0797
800/822-8661

Scholastic Inc.
P.O. Box 7502
Jefferson City, MO 65102
800/325-6149

Wright Group
19201 120th Avenue N.E.
Bothell, WA 98011-9512
800/523-2371

Emergent Reader

Tutor's Name _____

Student's Name _____

Name of Program _____

Book Handling / Concepts of Print

The knowledge individuals have about the common characteristics of books.

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
▶ Knows that words on a page are related to pictures and that pictures will help explain words.			
▶ Knows that printed words tell a story.			
▶ Knows that English text reads from left to right and top to bottom.			
▶ Knows that books have titles.			
▶ Knows that people called authors write books and that people called illustrators draw pictures.			
▶ Correctly identifies number of words on a page; does not confuse individual letters with words.			
TOTAL POINTS	_____	_____	_____

Emergent Reader

Reading Strategies and Behaviors

The ways in which individuals make meaning out of print.

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
▶ Looks through illustrations in a book and makes reasonable guesses about what might happen in the story.			
▶ Uses illustrations to help figure out words.			
▶ Recognizes repetitive patterns in text and uses those patterns to help predict words. *Example:* "In went the cow. In went the dog. In _____ the pig."			
▶ Uses beginning letter sounds to predict words.			
▶ Recognizes some common words by sight. *Examples:* the, I, dog, house, cat			
▶ Stops and questions when words read don't make sense.			
▶ Pauses at the end of a sentence, in response to a discussion about periods.			
TOTAL POINTS	_____	_____	_____

Emergent Reader

Phonics and Phonemic Awareness

The knowledge of the sounds in words and the relationship between sounds and letters.

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
Recognizes that words have different number of syllables. Example: Can clap out syllables in own name.			
Understands what rhyming means and can rhyme words. Example: When presented with word groupings, child can pick out pairs that rhyme. (cat/hat, can/can't, can/ran)			
Blends words that have been divided into syllables. Example: Teacher says "re-cess" and the child says "recess."			
Rhymes word family patterns. Examples: -at, -an, -ot, -ad, -ug.			
TOTAL POINTS	_____	_____	_____

Phonics and Phonemic Awareness (continued)

	Sometimes	Consistently
Identifies Letter Names & Sounds In appropriate column to the right, list the letter names the student recognizes.		
In appropriate column to the right, list the letter sounds the student recognizes.		
Letter Writing *In appropriate column to the right, list the uppercase letters the student can write without assistance.*		
In appropriate column to the right, list the uppercase letters the student can write without assistance.		

Listening Comprehension

The ability to use prior knowledge to make meaning of the text while listening to a story.

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
Pays attention to story. May make comments about illustrations and/or story while being read to.			
Makes predictions about what might happen next in story.			
Recalls and retells story in own words.			
Expresses ideas about characters or events in the story.			
Makes connections between content & text and personal experiences or prior knowledge. Examples: "My grandmother has a rug like that." "I have cake at my birthday party."			
Compares book being listened to with other books.			

Emergent Reading

Reading Comprehension

The ability to use prior knowledge to understand the meaning of written text.

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
t include: e book.			
nt of book knowledge. dog like y party."			
book and nts can ple: ach page." We read			
ords.			
ook			
AL POINTS	_____	_____	_____

Emergent Reader

Writing

The ability to express thoughts in written language.

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
Idea Development			
▶ Chooses topics to write about. *Examples:* family, pets, important events			
▶ Writes about a book just read. *Example:* "Mrs. Wishy Washy is funny."			
▶ Draws pictures as a way to organize and represent thoughts.			
▶ Rereads own writing, may make some minor revisions.			
Conventions of Writing			
▶ Writes from left to right.			
▶ Writes from top to bottom.			
▶ Leaves space between words.			
▶ Experiments with punctuation marks.			

continued on next page

Writing (continued)

	Date:	Date:	Date:
Spelling When Writing			
▶ Stretches words out and writes the most predominant sounds heard. *Example:* says "car" and writes "cr"			
▶ Correctly spells some frequently used words. *Examples:* the, and, I			
TOTAL POINTS	_____	_____	_____

Beginning Reader

Tutor's Name _____

Student's Name _____

Name of Program _____

Book Handling / Concepts of Print

The knowledge individuals have about the common characteristics of books.

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
▶ Follows direction of print when text changes in format or is interrupted by illustrations.			
▶ Knows that people use writing for different purposes. *Examples:* lists, recipes, stories			
▶ Knows the difference between letters and words.			
▶ Knows the difference between a word and a sentence.			
TOTAL POINTS	_____	_____	_____

Reading Strategies and Behaviors

The ways in which individuals make meaning out of print.

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
▶ Relies primarily on print to read.			
▶ Uses picture clues and content of the story to make appropriate predictions about words.			
▶ Uses knowledge of English syntax to know when something doesn't make sense or doesn't sound right.			
▶ Recognizes words that appear repeatedly in a text.			
▶ Recognizes common sight words.			
▶ Uses beginning letter sounds to predict words.			
▶ Uses ending letter sounds to predict words.			
▶ Uses digraphs to sound out words. *Examples:* sh, ch, th, wh			
▶ Uses consonant blends to sound out words. *Examples:* cr, st, str			

continued on next page

Reading Strategies and Behaviors (continued)

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
▶ Uses knowledge of prefixes & suffixes to read words. *Examples:* -tion, -ing, -ed, pre-, in-, un-			
▶ Stops reading at periods and pauses between sentences.			
▶ Changes tone of voice when reading sentence with exclamation point.			
▶ Uses many strategies for reading; considers meaning of story, structure of language, sound-symbol relationships, and illustrations.			
▶ Self-corrects when reading.			
▶ Reads and rereads to clarify meaning or confirm understanding of the text.			
▶ Articulates strategies used to read. *Example:* "I knew it didn't make sense the first time I read it, so I went back and read it again to figure out the right word."			
TOTAL POINTS	_____	_____	_____

Phonics and Phonemic Awareness

The knowledge of the sounds in words and the relationship between sounds and letters.

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
▶ Knows consonant sounds.			
▶ Knows that a, e, i, o, u, and sometimes y are vowels.			
▶ Knows sounds of digraphs.			
▶ Knows sounds of consonant blends.			
▶ Knows short vowel word families. *Examples:* at, an, ap, on, it, in			
▶ Breaks words into syllables.			
▶ Looks for words within words when reading unknown words. *Example:* "mat" in "matter"			
▶ Substitutes or adds letters to make new words. *Example:* When asked to take away the "t" in the word "tan," can the child say the word is "an"? Can the child put the "t" on "an" to make "ant"?			
TOTAL POINTS	_____	_____	_____

Beginning Reader

Phonics and Phonemic Awareness
(continued)

List the short vowel sounds the student knows.

List the long vowel sounds the student knows.

Listening Comprehension

The ability to use prior knowledge to make meaning of the text while listening to a story.

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
▶ Gives reasons for predictions made about a story. *Example:* "This book can't be true because people don't fly."			
▶ Evaluates the accuracy of predictions, after the story is completed.			
▶ Recalls and retells story in sequence.			
▶ Expresses ideas about characters or events in the story.			
▶ Makes connections between book being listened to and other books.			
TOTAL POINTS	_____	_____	_____

Beginning Reader

Reading Comprehension

The ability to use prior knowledge to understand the meaning of written text.

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
▶ Discusses own ideas and opinions of the story.			
▶ Makes connections between personal experience and the characters or incidents in a book.			
▶ Makes connections between the book being read and other books.			
▶ Identifies the main ideas in a story or non-fiction book.			
▶ Retells the story, including details about characters, events, and setting.			
▶ Demonstrates awareness of sequence of events when retelling a story.			
TOTAL POINTS	_____	_____	_____

Writing

The ability to express thoughts in written language.

Idea Development			
Chooses topics to write about and writes independently.			
Responds to story in written form, including details and opinions. Example: "I like the book because it is about a girl."			
Revises writing.			
Organization of Writing			
Writes in sentences, using connectors. Examples: then, and			
Writes using book language. Example: "Once upon a time."			
Writes using repeated language patterns found in books. Example: The cat is walking. The cat is running.			

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Writing (continued)

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
Conventions of Writing			
▶ Uses upper- and lowercase letters			
▶ Uses periods, question marks, and exclamation points			
▶ Leaves spaces between words			
▶ Rereads writing, notices and corrects sentences that don't make sense; catches some spelling errors			
Spelling When Writing			
▶ Represents complete sound of a word when spelling independently. Examples: "brdl" - beautiful, "pord" - parrot			
▶ Spells some words correctly when writing.			
TOTAL POINTS	_____	_____	_____

Early Independent Reader

Tutor's Name _____

Student's Name _____

Name of Program _____

Reading Strategies and Behaviors

The ways in which individuals make meaning of print.

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
Uses cues (e.g. fairy tales, letters) to figure out unknown words. *Example: Letter begins with "Dear."*			
Uses context to figure out unknown words. *Example: Topic is baseball, word beginning with "c" is "catcher."*			
Rereads text in order to clarify meaning.			
Uses knowledge of book language and English syntax to facilitate reading. *Example:* "Once upon a time..."			
Figures out unknown words by applying knowledge of: • Consonant blends in beginning, middle, and end of words • Digraphs in beginning, middle, and end of words • Long vowels • Short vowels			
Uses prefixes and suffixes to figure out unknown words. *Example:* -tion, -ing			

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Reading Strategies and Behaviors (continued)

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
▶ Uses knowledge of how to break words into syllables to figure out unknown words.			
▶ Identifies words within words to read the complete word. *Examples:* schoolyard, birthday, herself, matter			
▶ Easily reads words that appear repeatedly in text.			
▶ Recognizes a large body of sight words.			
▶ Reads using basic punctuation; stops at period, pauses at comma.			
▶ Changes tone of voice when reading dialogue.			
▶ Identifies multiple strategies used to read.			
▶ Uses several different strategies to read.			
▶ Monitors reading and self-corrects when a mistake is perceived.			
TOTAL POINTS	_____	_____	_____

Listening Comprehension

The ability to use prior knowledge to make meaning of the text while listening to a story.

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
▶ Makes sensible predictions about story based on title and illustrations.			
▶ Revises initial predictions as story unfolds.			
▶ Recalls and retells sequence of events in story in detail.			
▶ Incorporates language from text when discussing book. *Examples:* "The lion's mane was the color of the sun." "The wolf huffed and he puffed and he blew the house down."			
▶ Makes interpretations about events in story. *Example:* "The boy did that because he was angry with his sister."			
▶ Makes personal connections to story. *Example:* "That story reminds me of my grandfather."			
TOTAL POINTS	_____	_____	_____

Reading Comprehension

The ability to use prior knowledge to understand the meaning of written text.

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
▶ Uses prior knowledge and personal experiences when discussing a book. *Example:* "I just knew she was going to fall—that's what happened to me and my friends when we were learning how to skateboard."			
▶ Describes similarities and differences among books. Examples: "Most kids' books have happy endings." "Mystery books always try to trick you."			
▶ Visualizes and describes scenes and characters in books with few illustrations.			
▶ Supports own ideas or interpretations by giving examples from text.			
▶ Identifies the main ideas in a story or non-fiction book.			
▶ Describes characters' moods and motives.			
TOTAL POINTS	_____	_____	_____

Early Independent Reader

Writing

The ability to express thoughts in written language.

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
Idea Development			
▶ Writes for different purposes: reports, letters, fiction.			
▶ Responds to story in written form by including specific details from the text. *Example:* "The story was funny because the clown popped the balloons."			
▶ Revises writing to make content changes.			
Organization of Writing			
▶ Writes with awareness of the beginning, middle, and end.			
▶ Stays on topic throughout writing.			

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Writing (continued)

1 = Never
2 = Sometimes
3 = Frequently
4 = Consistently

	Date:	Date:	Date:
Conventions of Writing			
▶ Uses appropriate spaces between words.			
▶ Punctuates sentences using periods, exclamation points, and question marks.			
▶ Uses upper- and lowercase letters correctly.			
▶ Uses simple and compound sentences.			
▶ Rereads writing to make grammatical changes.			
Spelling When Writing			
▶ Uses knowledge of word families, vowel combinations, consonant blends, and digraphs when spelling. *Examples:* "brathr"–brother; "fethr"–feather.			
▶ Recognizes and attempts to correct misspellings.			
▶ Spells a number of words correctly.			
TOTAL POINTS	_____	_____	_____

Name of Child _____

Length of Session _____ **Date** _____

Record Keeping Form

PLAN	**What Happened?** *Description of the child's responses to the session*
Reread Familiar Books Title: Goal:	
New Book Title: Goal (strategies and skills to be worked on):	*Include some of the child's miscues*
Other Activities *(e.g., games):*	
Writing: Type of Writing: Goal:	*Include examples of the child's invented spelling*

Reflection

- General impressions of the session. *Note any new strategies or skills the child is using.*

- Plans for the next session.

- Note: books and other materials to bring reminders.